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ABSTRACT

Learners in the school setting need to become proficient spellers. Pupils need to perceive purpose in learning to spell any given set of words. Learners need to attach meaning to ongoing activities and experiences, and appropriate learning experiences must be provided by the teacher to assist each pupil to achieve stated ends. A method for pupils to utilize in spelling words correctly involves: (1) pupils looking at words correctly; (2) pronouncing spelling words correctly; (3) practicing writing the word without looking at its correct spelling model; and (4) engaging in a variety of writing activities. Teachers need to emphasize that: the English language has numerous irregularly spelled words; selected learners have experienced considerable failure in learning the correct spelling of words; and undesirable attitudes toward spelling on the part of the pupils are difficult to change. There are diverse philosophical schools of thought on teaching spelling: essentialists believe that a given set of words can be identified which all pupils need to learn to spell; while "experimentalism" suggests that only those spelling words useful in functional writing experience should be mastered. Selected computer software and the computer can assist pupils to achieve well in spelling. (Nine notes are included; 12 references are attached.) (RS)

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THE SPELLING CURRICULUM

Learners in the school setting need to become proficient spellers. Being a good speller assists in communicating written content to readers. Effective written communication is certainly hindered when an increasing number of words is misspelled. Thus, in writing business and friendly letters, plays, poems, stories, announcements, and thank you notes, as well as in filling out job application forms, the writer needs to spell words correctly in order to communication content effective to recievers of written products. Writing, which includes spelling, is one of the three r's(reading, writing, and arithmetic) in the curriculum. Society deems it highly significant for all individuals to express themselves well in the area of written expression.

Smith[1] lists the following objectives in the spelling curriculum:

> 1. To help each child learn to spell correctly othose words which he will need in order to express his own ideas in writing.
>
> 2. To develop in each child a basic set of principles and concepts that will help ... spell familiar words.
>
> 3. To create interesting drill exercises and techniques to help each child fix in ... memory images of those spellings which are essential to

[1] James A. Smith, Adventures in Communication. Boston: Allyn and Bacon, Inc., 1972, page 429.

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social courtesy, but which are exceptions to the principles and concepts of ordinary spelling.

4. To install in each child a desire to spell correctly and an attitude that good spelling is a social courtesy in the communication process.

5. To help each child form good study habits in spelling which help ... to attack unknown words intelligently. This includes the intelligent use of reference materials.

The Psychology of Learning and Spelling

There are selected guidelines which teachers need to emphasize in the teaching of spelling. These criteria reflect the thinking of educational psychologists pertaining to providing for individual differences among pupils. Which guidelines might be followed by teachers to help each pupil achieve optimally in spelling?

Each pupil should be assisted to perceive interest in learning to spell words. To provide interesting experiences for pupils, the teacher must definitely vary the kinds of spelling activities provided for pupils. Among other activities, pupils may experience spelling activities involving the use of software, games, puzzles, and the basal textbook or multiple series textbooks, films, filmstrips, slides, and transparencies. The language arts teacher needs to capture learner interest if achievement in spelling is to receive optimal development.

Secondly, pupils need to perceive purpose in learning to spell any given set of words. If learners sense purpose in learning, reasons will be accepted intrinsically in mastering the correct spelling of functional words. The

teacher needs to guide pupils to accept as worthwhile, effort put forth in learning to spell words accurately. Correct spelling of words is necessary in order to communicate effectively with others.

Lee and Rubin[2] provide the following purposes in pupils learning to spell a given set of words:

> Each child needs to learn the words he or she wishes to write at the time the child wants to write them. Words children need to learn to spell are those they spell incorrectly in their everday writing. And the only real test of whether children have mastered a word is whether they consistently spell it correctly in their writing.
>
> Spelling programs should be differentiated for children on the basis of need. If children do not misspell words, they do not need to study spelling. If they only occasionally misspell words--and it is impossible to predict which words they will misspell-- they need only to learn to spell the words they miss.
>
> It makes no sense for children to learn to spell a word that is not in their speaking or writing vocabulary. There is no point in teaching children to spell words that they are unlikely to use in the near future. When a class is discussing crustaceans, the children do not need to learn to spell crustacean. The teacher can display the word on a chart or chalkboard for the duration of the project so that children can copy it in their writing. Some children will undoubtedly learn to spell it, but there is no need to burden all of the children with the requirement of learning such terms.
>
> Introducing new words to children as spelling words does not increase their vocabulary significantly. Words that become meaningful are those tied to personal experience--not just experience with the word, but experience with that

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[2]Doris M. Lee and Joseph B. Rubin, Children and Language. Belmont, California: Wadsworth Publishing Company, 1979, page 214.

> which the word symbolizes. If children have only looked at pictures and read and talked about crustacean, most children will forget the word very quickly. They will remember the word and want to use it only if the word has become theirs through experience: finding some crabs, comparing them with lobsters they have seen in the meat market, handling crabs and feeling their firm shells, trying to pull barnacles off the rocks, trying to think of other sea life that belongs in the same category. If children want to write the word crustacean, they will learn how to spell it. The words that need to be learned must be related directly to each child's own writing.

Third, learners need to attach meaning to ongoing activities and experiences. Thus, in learning to spell a set of words, pupils must be able to accurately pronounce and read each word. Also, pupils individually need to know vital definitions pertaining to each word being studied in spelling. These words should also be utilized in meaningful sentences by pupils. It is highly significant then for pupils to achieve meaning and understanding in the spelling curriculum. A lack of meaningful learnings hinders pupil achievement in the area of spelling.

Fourth, individual differences among learners need adequate attention. In any grade level, except perhaps early primary grade pupils, there are highly proficient spellers. Average and slow learners are also in evidence. Thus, it behooves the teacher to guide each pupil to achieve optimally in spelling.

> Withing every heterogeneous classroom there are wide variations in the children's physical and emotional health and in their out-of-school experiences. The children are highly individual persons, shaped and influenced by the environment in which they have developed. The teacher's most challenging responsibility is to provide a program

> that meets children where they are, recognizes their potential, capitalizes upon their strengths, and moves them along at a pace consonant with their ability. She recognizes individual variations--
>
> ability to understand and speak standard English;
> ability to observe and listen;
> ability to deal with abstraction;
> size and appropriateness of vocabulary;
> number and accuracy of concepts acquired; and
> in desire and ability to verbalize experiences.
>
> Children learn at different rates and consequently require different materials, experiences, and instructional techniques; a single group activity often affect each member differently....3

Regardless of the source utilized to select an individual list of spelling words, the number of words to be mastered in spelling by a pupil should harmonize with his/her capability level or levels. A variety of learning activities in spelling should assist pupils to achieve optimally in the language arts curriculum. Pressuring or forcing pupils to achieve at an impossible level defeats tenets of a relevant spelling curriculum for pupils.

Measurably Stated Objectives and the Spelling Curriculum

Words are spelled either correctly or incorrectly. Thus, teachers might wish to emphasize precise objectives in the instructional arena. With the utilization of specific ends, the teacher can gauge the effectiveness of his/her

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[3]Mildred R. Donoghue, The Child and the English Language Arts. Dubuque, Iowa: William C. Brown Publishers, 1975, page 21.

teaching strategies. After instruction, it can be measured if a learner has or has not attained measurable goals.

The following are precise instructional goals in spelling for pupils to achieve:

1. The pupil will spell correctly nine out of ten words from unit ten in the basal textbook.
2. The pupil will volunteer to spell correctly five bonus words.
3. Through teacher-pupil planning of a given set of spelling words, the pupil will spell these words correctly with 90 percent accuracy.

The above list of spelling goals is an example of sequential ends for pupil to attain. An individualized spelling program might then be emphasized so that each pupil may achieve the stated ends at a unique optimal level of achievement. No two pupils may then be at the same place at the same time mastering words in spelling.

Appropriate learning experiences must be provided by the teacher to assist each pupil to achieve stated ends. If, for example, pupils are to attain the following measurable goal--the pupil will write a business letter making no more than two errors in misspelled words when incorporating twelve words from the new spelling list, the teacher then needs to provide interesting, meaningful, and purposeful experiences to achieve the desired end. Utimately, the teacher may measure if a pupil has/has not achieved the specific end--writing a business letter

containing no more than two spelling errors, involving new words from a specific list. Reasonable spelling goals need to be in evidence for each learner.

Methods in Learning to Spell Words Correctly

Each pupil continually uses a method (or methods) in learning to spell words accurately. If a pupil progresses continually toward optimal achievement in the spelling curriculum, effective methods of studying, no doubt, are being utilized. If an excessive number of words are continually spelled incorrectly, the involved pupil may well need assistance in developing appropriate methodology in learning to spell words correctly. Manuals in basal spelling textbooks suggest methods for pupils to utilize in mastering spelling words. Each learner will need to discover a method or several methods which work. Provisions definitley need to be made for individual differences in the spelling curriculum.

The writer suggests a method for pupils to utilize in spelling words correctly. One criterion is certain, pupils need to look at each work carefully. Pupils, as a whole, will not learn to spell well, if careful observation of each word is not made. An attention span of adequate length is needed in looking at spelling words thoroughly.

Second, each pupil needs to pronounce spelling words correctly. Leeway needs to be made for dialect differences among learners. Regional and local differences exist in

word pronunciation. Within that framework, learners need to be guided to identify each word correctly. Linguists have advocated diverse levels of usage in speaking such as words chosen and utilized in presenting a talk to a professional group of educators as compared to utterances utilized in speaking with friends or with preschool pupils. Also, pupils speaking non-standard English may retain respect for their language environment as well as achieve in learning to speak standard English. Standard English seemingly is prized highly in society and provides entrances to jobs, education, and economic opportunities.

As each pupil correctly pronounces a new word, careful attention needs to be given by the involved learner to sound-symbol relationships within the word. Irregularities in these relationships need adequate attention.

Third, pupils need to practice writing the new word without looking at its correct spelling model. Before writing the spelling word again, the learner needs to check if his/her written word was spelled correctly. It pays to check the accuracy of a written word in terms of its correct spelling before using the word in functional writing experiences. Incorrect spelling of words might not become habitual in these situations.

Loban, Ryan, and Squire[4] wrote:

> The difference between good spellers and poor spellers often hinges on an effective method for learning to spell. Good spellers have solved the problem. They have a sequence for studying words they want to learn. Poor spellers merely look at a new word helplessly, and when they do try, use

> hit and miss methods that are ineffective and seldom the same from one time to the next. Why, then, should everyone not adopt the ideal method of learning used by the best spellers? The answer is easy. Good spellers do not all use the same method. However, almost all of them use some method, and by studying their various ways of learning to spell, each pupil can work out a habitual procedure suited to his own individuality. Among the steps used by good spellers, at least ten are often listed: Looking at the word, copying the word, visualizing the word, listening to the pronunciation of the word, pronouncing the word, dividing the word into syllables, saying the letters in sequence, writing the word with large muscle movements (in the air or on a chalkboard) to get the feel of the word, analyzing the difficult places in the word, and using the word in a meaningful sentence. In addition, most competent spellers write their words in a careful, neat fashion. Sloppy, careless handwriting often results in a confused image of the word and uncertainty about its spelling.

Fourth, the teacher needs to provide a variety of activities in writing to assist pupils to spell new words correctly in ongoing experiences and units of study. With continued use of the correctly spelled words, learners individually should retain mental images of accurately spelled words.

Cautions in the Teaching of Spelling

There are selected cautions which teachers need to emphasize in the teaching of spelling.

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[4]Walter Loban, Margaret Ryan, James R. Squire, Teaching Language and Literature. New York: Harcourt, Brace & World, Inc., 1969, pages 726 and 727.

The English language has numerous irregularly spelled words. Thus, a lack of agreement in sound-symbol relationship is in evidence. For example, there are many ways to spell the long i /i/ sound; among others, notice the following spellings of this sound: my, pie, sigh, buy, kite, white, and bye. A basic sight vocabulary needs to be developed by pupils pertaining to words which do not follow a rather consistent sound/symbol relationship.

Pertaining to predictions and rules, Lundsteen wrote[5]:

> Prediction is a problem and rules are often of little help. Moreover the spelling of many of our most common words such as because, come, head, is, said, and they cannot be predicted by phoneme-grapheme correspondences, phonic generalizations, or spelling rules. For example, if because were spelled according to phoneme-grapheme correspondences, it might be spelled becuz, and in fact many children do attempt to spell the word this way. The phonic generalization that "when two vowels go walking, the first one does the talking" suggests that head be pronounced with a long e rather than a short e sound. However, only a small percentage of words containing adjacent vowels are pronounced correctly using the walking/talking rule.
>
> Homophones add further confusion for spellers. These are words that sound alike but are spelled differently, such as their-there-they're, sea-see, and eye-I. These examples imply that English is a highly irregular, arbitrary, and even unpredictable language. In contrast, however, many words can be sounded out and spelled rather easily, such as camp, dragnet, and hit. With knowledge of long-vowel spelling rules, other words such as feel, inside, mandate, and raincoat can be spelled correctly. Also, linguistic patterns (e.g., bat-cat-fat and bill-fill-hill) provide evidence of regularity in English spelling.

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[5] Sara W. Lundstein, Language Arts: A Problem-Solving Approach. New York: Harper & Row, Publishers, Inc., 1989, page 380.

There are many consistencies between symbols and sounds in the spelling of English words, such as in ban, can, Dan, fan, man, Nan, pan, ran, tan, and van, among many, many other words.

Second, pupils need to learn to spell relevant words. Too frequently, learners have been forced to learn to spell unimportant words. Words for pupils to master in spelling should have high utilitarian values. Pupils perceive increased purpose in learning to spell words which can be used in functional situations. What is used in functional situations will not be forgotten as soon as spelling words which have relatively little or no use.

Dolch[6] identified 220 basic sight words for reading mastery in the elementary grades. The sight words should also be relevant for learners in the area of spelling. Frequently used words in writing need to be mastered by pupils to cut down on the number of spelling errors exhibited in complete products. The Dolch words are the following:

a	to	out	could	when	tell	hot
and	two	please	every	who	their	hurt
away	up	pretty	fly		these	if
big	we	ran	from	always	those	keep
blue	where	ride	give	around	upon	kind
can	yellow	saw	going	because	us	laugh
come	you	say	had	been	use	light
down	all	she	has	before	very	long
find	am	so	her	best	wash	much
for	are	soon	him	both	which	myself
funny	at	that	his	buy	why	never
go	ate	there	how	call	wish	only

[6]Edward W. Dolch, Methods in Reading, Champaign, Illinois: Garrand Publishing Company, 1955.

help	be	they	just	cold	work	own
here	black	this	know	does	would	pick
I	brown	too	let	don't	write	seven
in	but	under	live	fast	your	shall
is	came	want	may	first		show
it	did	was	of	five	about	six
jump	do	well	old	found	better	small
little	eat	went	once	gave	bring	start
look	four	what	open	goes	carry	ten
make	get	white	over	green	clean	today
me	good	will	put	its	cut	together
my	have	with	round	made	done	try
not	he	yes	some	many	draw	warm
one	into		stop	off	drink	
play	like	after	take	or	eight	
red	must	again	thank	pull	fall	
run	new	an	then	read	far	
said	no	any	then	right	full	
see	now	as	think	sing	got	
the	on	ask	walk	sit	grow	
three	our	by	were	sleep	hold	

Third, teachers need to utilize recommended methodology in the teaching of spelling. Readiness factors are very important. Thus, a pupil needs to be able to read a word before mastering its correct spelling. Meaningful learnings also need to be in evidence in that learners need to know a relevant definition or definitions pertaining to words being studied in spelling. Also, pupils need to be able to utilize spelling words correctly within sentences. Meaning theory needs adequate emphasis in teaching-learning situations.

> 1. Readiness for an activity implies that the child is sufficiently mature so that under favorable environmental conditions he/she can learn the skill with success and without undesirable effects that would counterbalance or outweigh the gain made through acquisition of the skill.
>
> 2. Into activities such as "learning to walk," a child cannot be forced. Readiness for walking, like that for many other activities, is primarily

a matter of the "unfolding of the design" of the individual. Barring highly unfavorable environmental influences, the child will acquire such a skill in its rudimentary form almost by himself. For the initial acquisition of such skills there is not much that the adult can do to facilitate learning other than provide a background that is not inimical to acquiring them. What is usually referred to as "teaching" is, in such cases, of little or no avail.

3. In the acquisition of many types of skills there is not merely one stage of readiness, namely that for the initial learning of the skill. There also is need for readiness for later stages in learning of the skill. For example, there is not only a necessity for readiness at the beginning stage of reading instruction but also at later stages that include the development of skill such as learning to use the dictionary.

4. Frequently "readiness" for one of the noninitial stages of acquiring a skill is chiefly excellent performance in the preceding stage in the development of the skill. For example, probably the most desirable way of getting ready to learn to arrange words in alphabetical order is to have proficiency in the preceding stage of knowing the letters in alphabetical order.

5. Because frequently the best evidence of "readiness" for one of the noninitial stages of acquiring a skill is excellent performance in the preceding stage, it is important that the teacher should recognize the desired sequence of stages in the development of the skill. This sequence should be in optimum psychological order of learning, not in logical sequence if there is a discrepancy between the two.

6. Frequently all pupils in one classroom are not ready for acquiring a new skill at the same time. Consequently careful diagnosis of the needs and abilities of boys and girls is of paramount importance, and provisions of adapting instruction to individual differences are necessary.

7. Whether or not a child is ready to begin to learn in a given area is dependent to a considerable extent on the methods and materials used in the teaching. Care should, therefore, be taken to try to select methods and materials suitable for each child.7

Fourth, selected learners have experienced considerable failure in learning the correct spelling of words. The language arts teacher needs to determine where each learner is achieving presently in spelling. The teacher then needs to provide learning activities which assist each pupil to experience continuous success in spelling.

Too frequently, pupils have lacked motivation in spelling due to a lack of challenge in learning to spell words. Toward the other end of the continuum, spelling words for pupils to master can be too complex. A learner may then give up in learning to spell words due to complexity of subject matter begin emphasized. New spelling words for pupils to master in spelling need to be attainable.

Fifth, undesirable attitudes toward spelling on the part of the pupils are difficult to change. But, language arts teachers must work hard to develop quality feelings within pupils in learning to spell words correctly. Thus, the teacher needs to select important objectives, relevant learning activities to achieve desired ends, and evaluation procedures which are valid and reliable to ascertain learning progress.

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[7]Dallman, Martha, Teaching the Language Arts in the Elementary School. Third Edition. Dubuque, Iowa: Wm. C. Brown Publishers, 1976, page 8.

Kyte[8] identified 100 vital words for pupil mastery in reading. These words might also be equally significant for learners to master in spelling:

I	go	all	that
a	went	name	girl
the	her	school	out
and	when	are	much
my	for	Santa Claus	party
to	you	said	am
is	has	then	going
we	very	father	sister
in	little	time	man
like	they	snowman	get
it	good	new	were
he	had	toys	made
have	snow	so	birthday
on	at	will	but
was	some	every	pet
me	day	saw	see
play	can	big	boys
with	got	home	not
dog	baby	our	brother
she	him	boy	cat
of	do	nice	them
too	house	up	ball
Christmas	there	fun	Saturday
doll	his	train	put
one	likes	balloon	children

Philosophy of Education and the Teaching of Spelling

There are diverse philosophical schools of thought in teaching learners.

Essentialists believe that a given set of words can be identified which all pupils need to learn to spell. These core words need to be mastered in order that effective communication of written content may eventually be in evidence. Research studies may be made to identify

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[8]George C. Kyte. A Core Vocabulary for the Primary Grades, Elementary School Journal, November 1943.

significant words in the spelling curriculum. Carefully designed research studies in spelling may then assist in identifying which words learners need to master sequentially on each grade level in the school setting.

Identified lists of spelling words acquired from educational research need to be available to teachers. The teacher may then pretest pupils to determine which words have already been mastered in spelling. Those words which pupils can spell correctly, of course, need not be studied in ongoing lessons or units. A variety of methods should be utilized by the teacher in teaching pupils to spell each ensuing word correctly.

Quite different than essentialism as a means of selecting relevant spelling words for pupils to master is experimentalism as a philosophy of education. Correct spelling of words is instrumental to other goals. Thus, within the framework of problem solving experiences, learners need to learn to spell selected words. The spelling words are studied and mastered to use in a functional experience in society. For example, if pupils are to write a thank you note for gifts received, the following spelling words may be useful for the ensuing writing experience: thank you, friend, gift, models, enjoy, wholesome, and entertaining. Words being acquired in spelling pertain to those having utilitarian values in writing the thank you note. Spelling words, according to experimentalists, should not necessarily come for basal

textbooks, diverse units of study in the curriculum, and lists based on research results. Only those spelling words useful in a functional writing experience should be mastered. Words deemed useful depend upon the purpose involved in writing engaged in by the individual learner. Useful spelling words in writing a personal friendly letter which will be delivered to an actual receiver will differ from those necessary in a notice of sympathy sent to a person having experienced the unfortunate.

Computer Use and Spelling

Selected software and the computer can assist pupils to achieve well in spelling. Drill and practice programs aid pupils to rehearse correct spellings of words presented previously in ongoing lessons and units. Pupils then need to review the correct spelling of a vital set of words. To develop and retain what has been learned previously, drill and practice software can be relevant and helpful.

Tutorial programs present a new set of words for pupils to master. Essential words must be present in these computerized programs. Tutorials should assist pupils to attain more optimally in spelling. Diagnosis and remediation ingredients are salient in software emphasizing tutorial word for pupils.

Gaming software can be excellent if wholesome attitudes are developed within the framework of competition. Three or four pupils playing a game to see who will be the winner in

correctly spelling words in a program might well be highly stimulating. Correctly spelling a more complex word gives a higher score to a pupil as compared to an easier word.

Pertaining to computer use, Woolfolk wrote[9]:

> Goals for ocmputer use should be based on their suitability to serve a particular purpose or meet a given need. As educators have found through the years, there is no all-purpose instructional tool that fits all students, content matter, and educational goals. Long before the advent of the educational computer, Bruner (1962) pointed out that with regard to instructional technology, "the devices themselves cannot dictate their purpose...The objectives of the curriculum and the balanced means for attaining it should be the guide" (pp. 87-88).
>
> How does this translate into a plan of action? To begin with we must articulate, as clearly as possible, the short-term, mid-term, and long-term goals for our educational system. What skills and knowledge do we want displayed by the class of 1990, 1995, 2000? Do we want standardized test scores to increase? If so, by what percentage and for how many of our students? Do we want to turn out high school graduates who are capable of complex problem solving? The first question to be asked is simply, What is it that we expect our educational system to do with, for, and /or to students?
>
> Let's assume for the sake of argument that such a description of goals can be developed and agreed upon. The next step in establishing goals for computer use is to evaluate the relative effectiveness of using the computer as a strategy to achieve one of these objectives. If the computer is deemed the most effective or efficient instructional stragegy, then we should use the computer in the specified way to fulfill that stated goal.
>
> Finally, whether or not our analysis leads us to the computer, it is vitally important that we we specify the external conditions necessary for achieving our goal. If, for example, we choose as a goal the development of complex problem solving skills in our students, and we determine that use

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[9]Anita E. Woolfolk, Educational Psychology. Fourth Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1990, pages 568-569.

of computer simulations will help us achieve that goal, then what changes in the structure of the school are required? What new materials or resources will be necessary? How will we change our system of evaluation to determine if students have achieved the goals we set?

Summary

Language arts teachers need to be highly knowledgeable about diverse philosophies and methods of teaching spelling. The adopted philosophy/philosphies selected to teach spelling must be followed within the framework of recommended criteria based on the psychology of learning.

Carefully selected objectives need emphasis in the spelling curriculum. Learning experiences to assist learners in achieving the desired ends should be selected on the basis of being interesting, purposeful, as well as meaningful. Thus, provision for each pupil in teaching-learning situations is possible. Learning progress needs continual evaluation to ascertain the amount of growth achieved by each pupil in the spelling curriculum.

Mauriel lists the following criteria for goals in the curriculum[10]:

1. Be attainable, or realistic
2. Involve some stretching
3. Be broad enough to be significant to the districts' future, yet specific enough to be observable and measurable

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[10]John J. Mauriel, Strategic Leadership for Schools: Creating and Sustaining Productive Change. San Francisco: Jossey-Bass Inc., Publishers, 1989, page 240.

4. Have specific time parameters and methods for assessing programs

5. Be well communicated, understood, and in general acceptable to those who must carry them out

Questions to Consider

1. Examine several series of elementary school spelling texbooks.

(a) Do the series contain words listed in the Dolch and Kyte studies?

(b) How are relevant spelling words selected in each of the elementary school spelling books?

2. Collect products of written work of pupils in elementary schools, or outside the school setting.

(a) Which words are utilized most frequently by pupils?

(b) Which words are spelled incorrectly most frequently?

(c) What kinds of spelling errors, in general, are made by learners?

3. Read several chapters on the teaching of spelling from different teacher education language arts books.

(a) Which recommendations do writers make in guiding pupils to improve in the correct spelling of words?

(b) Do the writers make adequate

recommendations on pitfalls to avoid in the teaching of spelling?

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